DOCUMENT RESUME

ED 334 378 CE 058 393

TITLE Standardized Curriculum for Business Cooperative Education.

INSTITUTION Mississippi State Dept. of Education, Jackson. Office of Vocational, Technical and Adult Education.

PUB DATE Jun 89

NOTE 56p.; For related documents, see CE 058 387-419.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Accounting; Banking; Behavioral Objectives; Business Communication; *Business Education; Check Lists; Competency Based Education; *Cooperative Education; *Core Curriculum; Database Management Systems; Financial Services; Government Employees; Human Relations; Individual Development; Information Management; Interpersonal Relationship; Job Application; Keyboarding (Data Entry); Leadership Training; Publishing Industry; Secondary Education; Secretaries; State Curriculum Guides; *State Standards; Student Evaluation; Typewriting; Word Processing

IDENTIFIERS Mississippi

ABSTRACT

Standardized curricula are provided for two courses for the secondary vocational education program in Mississippi: business cooperative education I and II. The 10 units in business cooperative education I are as follows: orientation; keyboarding and skill building; leadership development; personnel development; human relations; business communications; database management; word processing; money management; and career planning/job application process. Business cooperative education II consists of seven units: orientation; publishing; banking; secretarial procedures; specialized typewriting; civil service offices; and financial records. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

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ED334378

Standardized Curriculum For

Business Cooperative Education

Mississippi Department of Education
Office of
Vocational, Technical
And Adult Education

U.S. DEPARTMENT OF EDUCATION
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STANDARDIZED CURRICULUM

FOR

BUSINESS COOPERATIVE EDUCATION

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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Published by the:

Office of Vocational, Technical and Adult Education
Mississippi State Department of Education
Jackson, Mississippi

and

Research and Curriculum Unit for Vocational, Technical and Adult Education
College of Education
Mississippi State University
Mississippi State, Mississippi

1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

- -- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";
- -- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;
- -- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;
- -- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and
- -- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);
2. <u>suggested</u> instructional practices and resources for the learning objectives;
3. standards for student performance for each learning objective; and
4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do <u>not</u> master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

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BUSINESS COOPERATIVE EDUCATION I

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BUSINESS COOPERATIVE EDUCATION I

Unit No.	Unit Title
1	Orientation
2	Keyboarding and Skill Building
3	Leadership Development
4	Personnel Development
5	Human Relations
6	Business Communications
7	Database Management
8	Word Processing
9	Money Management
10	Career Planning/Job Application Process

COURSE: Business Cooperative Education I

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Identify terms and definitions associated with Business Cooperative Part-time Training.
*2. Identify the operation of the Business Cooperative Part-time Training Program.
*3. Point out the advantages of the cooperative program.
*4. Identify the youth leadership organization associated with business vocational programs.
*5. Point out the eligibility requirements for a student to enter a business cooperative program.
*6. List the student's responsibilities for Business Coop.
*7. Identify the student's responsibilities for safety.
8. Identify the purpose and provisions of the Fair Labor Standards Act.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Job-Related Instruction. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: FBLA/PBL Handbook. 1st ed. Rockville, Maryland: Balfour Supply Service. 1986.

William A. Stull and Robert H. Zeditz. Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Local school handbook.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify terms and definitions associated with Business Cooperative Part-time Training with 70 percent accuracy.

*Objective 2: The student will identify the operation of the Business Cooperative Part-time Training Program with 70 percent accuracy.

*Objective 3: The student will point out the advantages of the cooperative program with 70 percent accuracy.

*Objective 4: The student will identify the youth leadership organization associated with Business vocational programs.

*Objective 5: The student will point out seven out of nine of the eligibility requirements for a student to enter a business cooperative program.

*Objective 6: The student will list the student's responsibilities for Business Cooperative with 70 percent accuracy.

*Objective 7: The student will identify the following correct safety procedures with at least 70 percent accuracy:

a. Keep the work station neat and the aisles clear.
b. Turn power off before adjusting or cleaning a machine.
c. Keep hair, hands, and jewelry out of typewriters, disk drives, and printers.
d. Take proper care of tools and machines assigned to you.
e. Report any equipment malfunction to the instructor immediately.
f. Do not engage in "practical jokes" in the classroom.
g. Do not attempt to operate a machine on which you have not been trained. Call the instructor for assistance when you need it.
h. Do not lean back in chairs.
i. Do not use chairs with casters to "roll" around the classroom.
j. Do not insert fingers or any foreign object into electrical outlets.

Objective 8: The student will identify the purpose and provisions of the Fair Labor Standards Act with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Identified terms and definitions associated with Business Cooperative Part-time Training.
____*2. Identified the operation of the Business Cooperative Part-time Training Program.
____*3. Pointed out the advantages of the cooperative program.

___*4. Identified the youth leadership organization associated with Business vocational programs.
___*5. Pointed out the eligibility requirements for a student to enter a business cooperative program.
___*6. Listed the student's responsibilities for Business Coop.
___*7. Identified the student's responsibilities for safety.
___ 8. Identified the purpose and provisions of the Fair Labor Standards Act.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 2: Keyboarding and Skill Building

Objectives: Upon completion of this unit, the student will:

1. Increase typing speed 3-10 words per minute on 5-minute timed writings.
2. Type for 5 minutes with 5 or fewer errors.
*3. Produce a document without errors.
*4. Use a 10 key numerical pad by touch.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, practical application

Suggested Resources:

Primary Source: Typing text at local school

Additional Sources: Clayton. 101 Timed Writings with Selected Drills. 4th ed. Cincinnati, Ohio: South-Western Publishing Company. 1980.

Typewriter
5-minute timer
Error analysis charts
Timed writing books
Typing drill books Cortez Peters. The Cortez Peters Championship Typing Drills. 2nd ed. New York, NY: Gregg/McGraw Hill. 1987.

Cortez Peters. Teacher's Kit and Skill Development Tapes. Washington, DC: Cortez W. Peters, Jr. 1979.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will type for 5 minutes at a speed of at least 3 wpm faster than his/her first timed writing.
Objective 2: The student will type for 5 minutes with 5 or fewer errors.
*Objective 3: The student will produce a document without errors.
*Objective 4: The student will use a 10 key numerical pad by touch.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ 1. Increased typing speed 3-10 words per minute on 5-minute timed writings.
_____ 2. Typed for 5 minutes with 5 or fewer errors.
_____ *3. Produced a document without errors.
_____ *4. Used a 10 key numerical pad by touch.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 3: Leadership Development

Objectives: Upon completion of this unit, the student will:

1. Define the term leadership.
2. List the reasons for becoming a leader.
3. List the steps in becoming a leader.
4. Select ways to demonstrate leadership potential.
5. Match styles of leadership to descriptions of each.
6. List categories of organizations where leadership skills may be used.

*7. Explain the leadership opportunities offered through membership in FBLA.

*8. Explain the purpose of competitive activities and chapter awards.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Guest Speakers
Transparencies
FBLA participation

Suggested Resources:

Primary Source: Personal Development. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: Mississippi State Bureau of Vocational and Technical Education. Handbook for Mississippi Chapter of Future Business Leaders of America. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education, 1987.

National Awards Programs for FBLA/PBL. Rockville, Maryland: Balfour Supply Service. 1988.

Leadership Development. 2nd ed. Manchester, Missouri: Gregg/McGraw Hill Publishing Company. 1986.

FBLA/PBL Handbook. 1st ed. Rockville, Maryland: Balfour Supply Service. 1986.

Elwood N. Chapman. Your Attitude Is Showing: A Primer on Human Relations. Chicago, Illinois: Science Research Associates, Inc. 1972.
William A. Stull and Robert H. Zeditz.

Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Grady Kimbrell and Ben S. Vineyard. 4th ed. Succeeding in the World of Work. Encino, CA: Glencoe Publishing Co. 1981.

Patricia G. Moody. Skills for the Electronic World--Reach A Little Higher. Cincinnati, Ohio: South-Western Publishing Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will define the term leadership.
Objective 2: The student will list four out of five reasons for becoming a leader.
Objective 3: The student will list three out of four steps in becoming a leader.
Objective 4: The student will select four out of six ways to demonstrate leadership potential.
Objective 5: The student will match two out of three styles of leadership to descriptions of each.
Objective 6: The student will list three out of four categories of organizations where leadership skills may be used.
*Objective 7: The student will explain the leadership opportunities offered through membership in FBLA as identified in the FBLA Handbook.
*Objective 8: The student will explain the purpose of competitive activities and chapter awards as stated in the FBLA Handbook.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Defined the term leadership.
____ 2. Listed the reasons for becoming a leader.
____ 3. Listed the steps in becoming a leader.
____ 4. Selected ways to demonstrate leadership potential.

____ 5. Identified styles of leadership to descriptions of each.
____ 6. Listed categories of organizations where leadership skills may be used.
____*7. Explained the leadership opportunities offered through membership in FBLA.
____*8. Explained the purpose of competitive activities and chapter awards.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 4: Personal Development

Objectives: Upon completion of this unit, the student will:

*1. Identify terms associated with the development and understanding of oneself.
*2. List ways to improve one's self concept.
*3. Explain important points to consider about himself/herself.
*4. Identify terms associated with good grooming, hygiene and nutrition.
5. Point out the things to consider when selecting clothing.
6. Demonstrate personal grooming habits.
7. Identify the problem, cause, and treatment of facial skin problems.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Demonstration
Guest Speakers

Suggested Resources:

Primary Source: Personal Development. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: William A. Stull and Robert H. Zeditz. Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Grady Kimbrell and Ben S. Vineyard. 4th ed. Succeeding in the World of Work. Encino, CA: Glencoe Publishing Co. 1981.

Patricia G. Moody. Skills for the Electronic World--Reach A Little Higher. Cincinnati, Ohio: South-Western Publishing Co. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify seven out of ten terms associated with the development and understanding of oneself.

*Objective 2: The student will list four out of five ways to improve one's self concept according to Maslow.

*Objective 3: The student will explain important points to consider about himself/herself.

*Objective 4: The student will identify seven out of ten terms associated with good grooming, hygiene and nutrition.

Objective 5: The student will point out five out of seven things to consider when selecting clothing.

Objective 6: The student will demonstrate personal grooming habits based on the following checklist:

a. brushes teeth regularly.
b. shaves as often as required.
c. nails are clean and manicured.
d. hair is brushed and combed.
e. uses deodorant or antiperspirant.
f. shampoos hair as needed.
g. does not wear extreme clothing styles.
h. practices good posture.

Objective 7: The student will identify three out of four problems, causes, and treatments of facial skin problems.

*Indicates core/essential objectives

Performance Record: Place a check by each objective that the student achieved:

____*1. Identified terms associated with the development and understanding of oneself.
____*2. Listed ways to improve one's self concept.
____*3. Explained important points to consider about himself/herself.
____*4. Identified terms associated with good grooming, hygiene and nutrition.
____ 5. Pointed out the things to consider when selecting clothing.
____ 6. Demonstrated personal grooming habits.
____ 7. Identified the problem, cause, and treatment of facial skin problems.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 5: Human Relations

Objectives: Upon completion of this unit, the student will:

*1. Identify terms and definitions associated with human relations.
*2. List reasons for human relations training.
*3. Recognize the difference between constructive and destructive criticism.
*4. Arrange in order the steps used in problem solving.
*5. Identify the characteristics of a good employee.
*6. Identify terms associated with co-worker relationships.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Demonstration
Guest speakers
Films and videos

Suggested Resources:

Primary Source: Personal Development. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: William A. Stull and Robert H. Zeditz. Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Jay Como. Surviving on the Job. Bloomington, IL: McKnight Publishing Company. 1983.

Grady Kimbrell and Ben S. Vineyard. 4th ed. Succeeding in the World of Work. Encino, CA: Glencoe Publishing Co. 1981.

Patricia G. Moody. Skills for the Electronic World--Reach A Little Higher. Cincinnati, Ohio: South-Western Publishing Co. 1987.

Video:
Desk Set (ETV)

Films (R/CU):
Good Work Habits
Person-to-Person Relationships
What Do We Look Like to Others
Your Job: You and Your Boss
Dealing with Problem People

Films (Mississippi Research and Development Center, Jackson, Mississippi):
That's Not My Job
The Will to Work
The Marvelous Mousetrap
Getting A Promotion
There Must Be A Catch
The Role of the Office Worker
Time Management

Transparencies (R/CU):
Human Relations: Fundamental Personality and Appearance in the Office

Ellwood N. Chapman. Your Attitude is Showing. Chicago, IL: Science Research Associates. 1972.

Steven Eggland and John Williams. Human Relations at Work. 2nd edition. Cincinnati, Ohio: South-Western Publishing Company. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify 10 out of 14 terms and definitions associated with human relations.
*Objective 2: The student will list four out of six reasons for human relations training.
*Objective 3: The student will recognize six out of eight of the differences between constructive and destructive criticism.
*Objective 4: The student will arrange in order the steps used in problem solving.
*Objective 5: The student will identify five out of seven characteristics of a good employee.
*Objective 6: The student will identify six out of eight terms associated with co-worker relationships.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Identified terms and definitions associated with human relations.
____*2. Listed reasons for human relations training.
____*3. Recognized the difference between constructive and destructive criticism.
____*4. Arranged in order the steps used in problem solving.
____*5. Identified the characteristics of a good employee.
____*6. Identified terms associated with co-worker relationships.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 6: Business Communications

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate the ability to compose and type a mailable business letter.
*2. Demonstrate the ability to make or answer a telephone call correctly.
*3. Identify terms associated with communication.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application

Suggested Resources:

Primary Source: Basic Life Skills. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: William A. Stull and Robert H. Zeditz. Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Patricia G. Moody. Skills for the Electronic World--Reach A Little Higher. Cincinnati, Ohio: South-Western Publishing Co. 1987.

Suzie H. VanHuss. Basic Letter and Memo Writing. Cincinnati, Ohio: South-Western Publishing Co. 1981.

Telephone book

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate the ability to compose and type a mailable business letter based on the following checklist:
a. Organized
b. Factual
e. Concise
f. Correct in grammar, spelling and word usage

g. Courteous
h. Neat
i. Correct format

*Objective 2: The student will demonstrate the ability to make or answer a telephone call correctly based on the following checklist:

Receiving a call:
a. Answer on first ring.
b. Identify yourself and company.
c. Explain when you must leave the phone.
d. Transfer calls when necessary.
e. Terminate calls courteously.

Placing a call:
a. Plan the call in advance.
b. Place the call (make sure it is free).
c. Identify yourself.
d. State purpose of call.
e. End call courteously and appropriately.

*Objective 3: The student will identify terms associated with communication with 70 percent accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated the ability to compose and type a mailable business letter.
____*2. Demonstrated the ability to make or answer a telephone call correctly.
____*3. Identified terms associated with communication.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 7: Database Management

Objectives: Upon completion of this unit, the student will:

*1. Complete a files management project on the microcomputer.
*2. Design and print a database project.
*3. Design and print mailing labels on the microcomputer.
4. Create, design and print a database report with a derived column.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Demonstration

Suggested Resources:

Primary Sources: Database computer software

Additional Sources: Mississippi State Bureau for Vocational and Technical Education. Activities and Resources Handbook. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1986.

Iris Blanc and Elinore Hildebrandt. Database. Dictation Disk Company. 1988.

William E. Bux. Data Entry Activities for the Microcomputer. Cincinnati, Ohio: South-Western Publishing Company. 1988.

Database textbooks

Database project

Evaluation and Suggested Minimum Performance Standards:

*Objectives 1-3: Given a practical application for a database, the student will:
a. design a file.
b. add forms to the file.
c. edit selected forms.
d. delete selected forms.

f. generate reports.
g. print labels.

Objective 4: The student will create, design and print a database report with a derived column.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Completed a files management project on the microcomputer.
____*2. Designed and printed a database project.
____*3. Designed and printed mailing labels on the microcomputer.
____ 4. Created, designed and printed a database report with a derived column.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 8: Word Processing

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate the ability to use word processing software (where computers are available).
*2. Prepare letters using full block and modified block letter styles and prepare envelopes according to U.S. postal regulations.
*3. Prepare various business forms.
*4. Prepare memorandums, tables, minutes, and a formal business report.
5. Type a legal document.
6. Type a medical report.
*7. Proofread and correct errors.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Demonstration

Suggested Resources:

Primary Source: Elaine Burrow. Typing. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: Typewriting materials: letterhead, forms, envelopes, correction materials, typewriter, microcomputer, and diskettes

Bulletin board

FBLA Clerk Typist II competition material

Typewriting textbooks

Mississippi State Bureau for Vocational and Technical Education. Activities and Resources Handbook. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1986.

Mississippi State Bureau for Vocational and Technical Education reference manuals.

Handbook for Mississippi Chapter of Future Business Leaders of America. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1987.

Typewriting simulations

Word processing software

Reference manuals

John W. Meroney. Word Processing Applications in Practice. Cincinnati, Ohio: South-Western Publishing Company. 1989.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will be evaluated on this objective using the following checklist:

1. "Boot up" the system.
2. Format a disk.
3. Load the word processing program.
4. Open a file.
5. Set tabs, margins, and page length.
6. Type the document.
7. Edit the document using insert, copy, replace, and delete options.
8. Edit the document to find format, typos, and spelling errors.
9. Save the document.
10. Print the document.
11. Make a backup.
12. Store properly.

*Objective 2: The student will prepare letters using full block and modified block letter styles and prepare envelopes according to U.S. postal regulations.

*Objective 3: The student will prepare a personnel requisition form, a travel application form, a purchase requisition, an invoice, and a payroll form with 100 percent accuracy.

*Objective 4: The student will prepare a memorandum, minutes of a meeting, a table, and a formal business report with at least 70 percent accuracy.

Objective 5: The student will type a mailable legal document.

Objective 6: The student will type a mailable medical report.
*Objective 7: The student will proofread and correct errors with 95 percent accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Prepared and submitted a mailable document using word processing software.
____*2. Prepared letters using full block and modified block letter styles and prepared envelopes according to U.S. postal regulations.
____*3. Prepared a personnel requisition form, a travel application form, a purchase requisition, an invoice, and a payroll form.
____*4. Prepared memorandums, tables, minutes, and a formal business report.
____ 5. Typed a legal document.
____ 6. Typed a medical report.
____*7. Proofread and corrected errors.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 9: Money Management

Objectives: Upon completion of this unit, the student will:

*1. Identify the five common pay periods.
*2. Solve problems involving various types of wage plans.
*3. Point out the types of fringe benefits the employee may expect to receive.
*4. Prepare a personal budget.
*5. Complete a deposit slip, prepare checks, record information in a check register, and reconcile a bank statement.
*6. Identify the different types and sources of credit.
*7. Calculate the dollar cost of credit and the annual rate of interest.
8. Point out the C's of credit.
*9. Identify required and voluntary deduction.
*10. Prepare and complete a 1040EZ Form.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Transparencies
Guest Speakers

Suggested Resources:

Primary Source: William A. Stull and Robert H. Zeditz. Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Co. 1984.

Additional Sources: Basic Life Skills. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

The How and Why of Banking. Jackson, Mississippi: Mississippi Bankers Association. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify four out of the five common pay periods.

*Objective 2: The student will solve four out of five problems involving various types of wage plans.

*Objective 3: The student will point out seven out of the ten types of fringe benefits the employee may expect to receive.

*Objective 4: The student will identify seven out of ten terms relating to budgeting.

*Objective 5: The student will complete a deposit slip, prepare checks, record information in a check register, and reconcile a bank statement with 100 percent accuracy.

*Objective 6: The student will identify the different types and sources of credit with 100 percent accuracy.

*Objective 7: The student will calculate four out of five dollar cost of credit and the annual rate of interest.

Objective 8: The student will point out four out of five of the C's of credit.

*Objective 9: The student will identify required and voluntary deduction with 70 percent accuracy.

*Objective 10: The student will prepare and complete a 1040EZ Form.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified the five common pay periods.
____ *2. Solved problems involving various types of wage plans.
____ *3. Pointed out the types of fringe benefits the employee may expect to receive.
____ *4. Prepared a personal budget.
____ *5. Completed a deposit slip, prepared checks, recorded information in a check register, and reconciled a bank statement.
____ *6. Identified the different types and sources of credit.
____ *7. Calculated the dollar cost of credit and the annual rate of interest.
____ 8. Pointed out the C's of credit.
____ *9. Identified required and voluntary deduction.
____ *10. Prepared and completed a 1040EZ Form.

*Indicates core/essential objectives

COURSE: Business Cooperative Education I

Unit 10: Career Planning and Job Application Process

Objectives: Upon completion of this unit, the student will:

*1. Identify five job opportunities that are available to the high school student with a business background.
*2. Prepare in typewritten form a
   a. personal data sheet.
   b. letter of application.
   c. job application form.
   d. follow-up letter.
   e. letter of resignation.
 3. Identify possible sources of job placement.
*4. Conduct him/herself appropriately on a personal interview for a job.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture, discussion, and practical application
Newspaper
Guest Speakers

Suggested Resources:

Primary Source: Elaine Burrow. General Clerical Duties and Related Information. Commerce Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional Sources: Robert Zedlitz. Getting A Job. Cincinnati, Ohio: South-Western Publishing Co. 1987.

Durwin Hohhertz. Job Related Instruction for Cooperative Part-time Training: Coordinator's Guide. Austin, Texas: East Texas State University. 1981.

Newspaper Application forms

Films (R/CU):
Your Job: Applying For It
How Do You Get There?
Your Job: Good Work Habits
Careers in Business and Office Occupations

Transparencies (R/CU):
Career Planning
You and Your Occupation

Video tape equipment and tapes

Mississippi State Bureau of Vocational and Technical Education. Handbook for Mississippi Chapter of Future Business Leaders of America. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1987.

Mississippi State Bureau for Vocational and Technical Education. Activities and Resources Handbook. Mississippi State, Mississippi: Research and Curriculum Unit for Vocational and Technical Education. 1986.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify five job opportunities that are available to the high school student with a business background.

*Objective 2: The student will prepare in typewritten form a personal data sheet, letter of application, job application form, follow-up letter, and letter of resignation. Letters and data sheet must meet the following criteria:
a. clear and concise presentation of facts with logical arrangement.
b. correct use of grammar and punctuation, correct spelling, and acceptable typewritten format.
The job application form must meet the following criteria:
a. clear and concise presentation of facts.
b. neatness and legibility.

Objective 3: The student will identify possible sources of job placement.

*Objective 4: The student will conduct him/herself appropriately on a personal interview for a job. Conduct for a job interview must meet the following criteria:
a. proper greeting, introduction, and closing.
b. poise and maturity.
c. attitude and interest.
d. communications skills (grammar, speech, voice).
e. demonstration of initiative, self-confidence, and assertiveness.

f. presentation of facts in an orderly manner.
g. career knowledge and career plans.
h. qualifications for job.
i. personal appearance (grooming and attire).

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified five job opportunities that are available to the high school student with a business background.
____ *2. Prepared in typewritten form a
a. personal data sheet.
b. letter or application.
c. job application form.
d. follow-up letter.
e. letter of resignation.
____ 3. Identified possible sources of job placement.
____ *4. Conducted him/herself appropriately on a personal interview for a job.

*Indicates core/essential objectives

BUSINESS COOPERATIVE EDUCATION II

Developed by

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Office of Vocational-Technical and Adult Education

Rebecca Love-Wilkes, Research and Curriculum Unit

BUSINESS COOPERATIVE EDUCATION II

Unit No.	Unit Title
1	Orientation
2	Publishing
3	Banking
4	Secretarial Procedures
5	Specialized Typewriting
6	Civil Service Offices
7	Financial Records

COURSE: Business Cooperative Education II

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. Explain what is expected of the student in the Business Cooperative Education classroom.
2. Name advantages of participating in a cooperative education program.
*3. Complete forms required for the cooperative education program.
4. Identify grading criteria for cooperative education classes.
5. Identify rules and regulations for cooperative education classes.
6. Identify leadership development opportunities offered through membership in FBLA.
*7. Identify appropriate ethical solutions to case problems in a business office setting.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application

Suggested Resources:

Primary source: Job Related Instruction. Commerce, Texas: East Texas State University, Occupational Curriculum Laboratory. 1981.

Additional sources: FBLA/PBL Handbook. First ed. Rockville, Maryland: Balfour Supply Service. 1986.

Cooperative Work Experience Manual. Cincinnati, Ohio: South-Western Publishing Handbook. 1984.

Local school handbook

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will explain what is expected of the student in the Business Cooperative Education classroom with 80% accuracy.
Objective 2: The student will name advantages of participating in a cooperative education program with 70% accuracy.

*Objective 3: The student will accurately complete forms required for the cooperative education program.

Objective 4: The student will accurately identify grading criteria for cooperative education classes.

Objective 5: The student will identify rules and regulations for cooperative education classes with 80% accuracy.

Objective 6: The student will identify three leadership development opportunities offered through membership in FBLA.

*Objective 7: The student will identify appropriate ethical solutions to five case problems in an office setting.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Explained what is expected of the student in the Business Cooperative Education classroom.

_____ 2. Named advantages of participating in a cooperative education program.

_____*3. Completed forms required for the cooperative education program.

_____ 4. Identified grading criteria for cooperative education classes.

_____ 5. Identified rules and regulations for cooperative education classes.

_____ 6. Identified leadership development opportunities offered through membership in FBLA.

_____*7. Identified appropriate ethical solutions to case problems in a business office setting.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 2: Publishing

Objectives: Upon completion of this unit, the student will:

*1. Prepare a newsletter article in rough draft form.
*2. Enter an article on the computer using First Publisher, WordPerfect, and/or MicroSoft Word software.
*3. Proofread and edit articles on the computer.
*4. Assist in paste-up of newsletter.
*5. Assist in printing and distribution of newsletter.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application

Suggested Resources:

Primary sources: First Publisher computer program and documentation.

WordPerfect computer program and documentation.

MicroSoft Word computer program and documentation.

Handbook for Mississippi Chapter of Future Business Leaders of America. Mississippi State Bureau of Vocational and Technical Education.

Additional sources: FBLA Publications: Tomorrow's Business Leader, Hotline, National Awards Program Guide, The Graduate Record, Mississippi FBLA Newsletter, Sample Test Questions

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will prepare a technically accurate, grammatically correct newsletter article on an appropriate topic.
*Objective 2: The student will enter the article on the computer using First Publisher, WordPerfect and/or MicroSoft Word software with 90% accuracy.
*Objective 3: The student will proofread and edit articles on the computer with 100% accuracy.

*Objective 4: The student will assist in paste-up of newsletter by selecting appropriate captions and use of graphic arts.

*Objective 5: The student will actively assist in printing and distribution of newsletter.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

_____*1. Prepared a newsletter article in rough draft form.
_____*2. Entered an article on the computer using First Publisher, WordPerfect, and/or MicroSoft Word software.
_____*3. Proofread and edited articles on the computer.
_____*4. Assisted in paste-up of newsletter.
_____*5. Assisted in printing and distribution of newsletter.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 3: Banking

Objectives: Upon completion of this unit, the student will:

*1. Match terms associated with opening checking accounts to their correct definitions.
*2. Match types of bank accounts to their correct definitions.
*3. Distinguish between minimum balance checking and flat rate checking.
*4. Demonstrate the procedure for assigning account numbers.
*5. Match types of information found on central information file cards to correct descriptions.
*6. Demonstrate the procedure for ordering personalized checks for customers.
*7. Demonstrate the procedure for filling out a signature card.
*8. Demonstrate the steps in issuing temporary checks and deposit slips.
*9. Identify the different parts of a deposit slip.
*10. Discuss the procedure for transferring funds from one account to another.
*11. Identify public relations skills that should be used when working with customers opening accounts.
*12. Type and edit a letter of appreciation to a new customer.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application
Guest speakers

Suggested Resources:

Primary source: Banking and Savings and Loan. Curriculum and Instructional Materials Center, Stillwater, Oklahoma. 1980.

Additional sources: Materials available from local banking institutions

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will match terms associated with opening checking accounts to their correct definitions with 70% accuracy.

*Objective 2: The student will match types of bank accounts to their correct definitions with 70% accuracy.

*Objective 3: The student will distinguish between minimum balance checking and flat rate checking with 100% accuracy.

*Objective 4: The student will demonstrate the procedure for assigning account numbers with 100% accuracy.

*Objective 5: The student will match types of information found on central information file cards to correct descriptions with 80% accuracy.

*Objective 6: The student will demonstrate the procedure for ordering personalized checks for customers without error.

*Objective 7: The student will demonstrate the procedure for filling out a signature card without error.

*Objective 8: The student will demonstrate the steps in issuing temporary checks and deposit slips without error.

*Objective 9: The student will identify the different parts of a deposit slip with 80% accuracy.

*Objective 10: The student will discuss the procedure for transferring funds from one account to another with 100% accuracy.

*Objective 11: The student will identify public relations skills that should be used when working with customers opening accounts with 75% accuracy.

*Objective 12: The student will type and edit a letter of appreciation to a new customer with 100% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Matched terms associated with opening checking accounts to their correct definitions.

____ *2. Matched types of bank accounts to their correct definitions.

____ *3. Distinguished between minimum balance checking and flat rate checking.

____ *4. Demonstrated the procedure for assigning account numbers.

____ *5. Matched types of information found on central information file cards to correct descriptions.

____ *6. Demonstrated the procedure for ordering personalized checks for customers.

____ *7. Demonstrated the procedure for filling out a signature card.

____ *8. Demonstrated the steps in issuing temporary checks and deposit slips.

____ *9. Identified the different parts of a deposit slip.

____*10. Discussed the procedure for transferring funds from one account to another.

____*11. Identified public relations skills that should be used when working with customers opening accounts.

____*12. Typed and edited a letter of appreciation to a new customer.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 4: Secretarial Procedures

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate business etiquette on the telephone.
*2. Identify proper procedure for screening callers and making appointments.
3. Identify sources of information for secretaries.
*4. Complete forms required to order and store office supplies.
*5. Prepare and proofread copy for duplication.
*6. Operate a copier with duplex reduction and collate features.
*7. Identify proper procedures for handling and routing mail in an office.
*8. Demonstrate the ability to set up a filing system and locate information in it.
9. Demonstrate the ability to use a FAX machine.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application
Filmstrips and transparencies
Guest speakers

Suggested Resources:

Primary source: General Clerical Duties and Related Information. East Texas State University: Occupational Curriculum Laboratory. 1981.

Additional sources: Office Education: Units of Instruction. East Texas State University: Occupational Curriculum Laboratory. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate business etiquette on the telephone by using:
a. well-modulated voice,
b. correct manners,
c. adherence to office policy, and
d. appropriate processing of messages.

*Objective 2: The student will identify proper procedure for screening callers and making appointments with 100% accuracy.

Objective 3: The student will identify four sources of information for secretaries.

*Objective 4: The student will complete forms required to order and store office supplies with 90% accuracy.

*Objective 5: The student will prepare and proofread copy for duplication with 100% accuracy.

*Objective 6: The student will operate a copier with duplex reduction and collate features correctly three times out of four.

*Objective 7: The student will identify proper procedures for handling and routing mail in an office with 85% accuracy.

*Objective 8: The student will demonstrate the ability to set up a filing system and locate information in it with 95% accuracy.

Objective 9: The student will demonstrate the ability to use a FAX machine.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved.

_____*1. Demonstrated business etiquette on the telephone.
_____*2. Identified proper procedure for screening callers and making appointments.
_____ 3. Identified sources of information for secretaries.
_____*4. Completed forms required to order and store office supplies.
_____*5. Prepared and proofread copy for duplication.
_____*6. Operated a copier with duplex reduction and collate features.
_____*7. Identified proper procedures for handling and routing mail in an office.
_____*8. Demonstrated the ability to set up a filing system and locate information in it.
_____ 9. Demonstrated the ability to use a FAX machine.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 5: Specialized Typewriting

Objectives: Upon completion of this unit, the student will:

*1. Operate various kinds of typewriters, word processors, and micro computers.
*2. Prepare minutes and index cards.
*3. Prepare statistical tables and financial statements.
*4. Prepare mailable letters in various letter styles.
*5. Prepare mailable interoffice memorandums and various office forms.
6. Select proper correction techniques for typewritten communications.
*7. Compose and prepare various types of business correspondence.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application

Suggested Resources:

Primary source: Typing. Elaine Burrow. East Texas State University: Occupational Curriculum Laboratory. 1981.

Additional sources: Office Education: Units of Instruction. East Texas State University: Occupational Curriculum Laboratory. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will operate various kinds of typewriters, word processors, and micro computers available in the classroom with 100% proficiency.
*Objective 2: The student will prepare minutes and index cards with 100% proficiency.
*Objective 3: The student will prepare statistical tables and financial statements with 100% accuracy.

*Objective 4: The student will prepare mailable letters in each of the following styles with less than two errors per letter:
a. modified style,
b. block style,
c. AMS simplified style.

*Objective 5: The student will prepare mailable interoffice memorandums, telegrams, bills of lading, invoices, purchase orders and requisitions.

Objective 6: The student will select proper correction techniques for typewritten communications with 100% accuracy.

*Objective 7: The student will compose and prepare various types of business correspondence with 90% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Operated various kinds of typewriters, word processors, and micro computers.
_____*2. Prepared minutes and index cards.
_____*3. Prepared statistical tables and financial statements.
_____*4. Prepared mailable letters in various letter styles.
_____*5. Prepared mailable interoffice memorandums and various office forms.
_____ 6. Selected proper correction techniques for typewritten communications.
_____*7. Composed and prepared various types of business correspondence.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 6: Civil Service Offices

Objectives: Upon completion of this unit, the student will:

1. Identify locations where civil service information can be obtained.
*2. Complete a civil service application form.
3. List advantages of being a civil service employee.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application

Suggested Resources:

Primary source: Locally-supplied material from civil service employers

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will identify three locations where civil service information may be obtained.
*Objective 2: The student will complete a civil service application form with no errors.
Objective 3: The student will list five advantages of being a civil service employee.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____ 1. Identified locations where civil service information can be obtained.
_____*2. Completed a civil service application form.
_____ 3. Listed advantages of being a civil service employee.

*Indicates core/essential objectives

COURSE: Business Cooperative Education II

Unit 7: Financial Records

Objectives: Upon completion of this unit, the student will:

*1. Compute gross and net earnings.
*2. Determine employer's share of payroll tax expense.
*3. Prepare forms used in payroll accounting.
*4. Identify procedures necessary for handling petty cash.

*Indicates core/essential objectives

Suggested Instructional Practices:

Lecture and discussion
Practical application

Suggested Resources:

Primary source: Century 21 Accounting, First Year Course. Swanson, Ross and Hanson. 3rd/4th ed. Cincinnati, Ohio: South-Western Publishing Company. 1982-1987 **(manual and software)**

Additional sources: Financial Responsibilities. East Texas State University: Occupational Curriculum Laboratory. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will compute gross and net earnings with 100% accuracy for weekly, biweekly, monthly, annual and overtime earnings, wages and piece work.

*Objective 2: The student will determine employer's share of payroll tax expense for FICA and unemployment insurance with 100% accuracy.

*Objective 3: The student will prepare, with 100% accuracy, the following forms used in payroll accounting:

a. W-4
b. W-2
c. 941
d. 940
e. Federal Depository Receipt
f. State Quarterly Report
g. Unemployment Information Forms
h. Employees' Earnings Records
i. Insurance and other forms

*Objective 4: The student will identify the procedures used for vouchers, replenishing, and petty cash book in handling petty cash in an office with 100% accuracy.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

_____*1. Computed gross and net earnings.
_____*2. Determined employer's share of payroll tax expense.
_____*3. Prepared forms used in payroll accounting.
_____*4. Identified procedures necessary for handling petty cash.

*Indicates core/essential objectives

BUSINESS COOPERATIVE EDUCATION

STUDENT PERFORMANCE RECORD

BUSINESS COOPERATIVE EDUCATION I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies

_____ C1. Identified terms and definitions associated with Business Cooperative Part-time Training.
_____ C2. Identified the operation of the Business Cooperative Part-time Training Program.
_____ C3. Pointed out the advantages of the cooperative program.
_____ C4. Identified the youth leadership organization associated with business vocational programs.
_____ C5. Pointed out the eligibility requirements for a student to enter a business cooperative program.
_____ C6. Listed the student's responsibilities for Business Coop.
_____ C7. Identified the student's responsibilities for safety.
_____ 8. Identified the purpose and provisions of the Fair Labor Standards Act.
_____ 9. Increased typing speed 3-10 words per minute on 5-minute timed writings.
_____ 10. Typed for 5 minutes with 5 or fewer errors.
_____ C11. Produced a document without errors.
_____ C12. Used a 10 key numerical pad by touch.
_____ 13. Defined the term leadership.
_____ 14. Listed the reasons for becoming a leader.
_____ 15. Listed the steps in becoming a leader.
_____ 16. Selected ways to demonstrate leadership potential.
_____ 17. Matched styles of leadership to descriptions of each.
_____ 18. Listed categories of organizations where leadership skills may be used.
_____ C19. Explained the leadership opportunities offered through membership in FBLA.
_____ C20. Explained the purpose of competitive activities and chapter awards.
_____ C21. Identified terms associated with the development and understanding of oneself.
_____ C22. Listed ways to improve one's self concept.
_____ C23. Explained important points to consider about himself/herself.

_____C24. Identified terms associated with good grooming, hygiene and nutrition.
_____ 25. Pointed out the things to consider when selecting clothing.
_____ 26. Demonstrated personal grooming habits.
_____ 27. Identified the problem, cause, and treatment of facial skin problems.
_____C28. Identified terms and definitions associated with human relations.
_____C29. Listed reasons for human relations training.
_____C30. Recognized the difference between constructive and destructive criticism.
_____C31. Arranged in order the steps used in problem solving.
_____C32. Identified the characteristics of a good employee.
_____C33. Identified terms associated with co-worker relationships.
_____C34. Demonstrated the ability to compose and type a mailable business letter.
_____C35. Demonstrated the ability to make or answer a telephone call correctly.
_____C36. Identified terms associated with communication.
_____C37. Completed a files management project on the microcomputer.
_____C38. Designed and printed a database project.
_____C39. Designed and printed mailing labels on the microcomputer.
_____ 40. Created, designed and printed a database report with a derived column.
_____C41. Demonstrated the ability to use word processing software (where computers are available).
_____C42. Prepared letters using full block and modified block letter styles and prepared envelopes according to U.S. postal regulations.
_____C43. Prepared various business forms.
_____C44. Prepared memorandums, tables, minutes, and a formal business report.
_____ 45. Typed a legal document.
_____ 46. Typed a medical report.
_____C47. Proofread and corrected errors.
_____C48. Identified the five common pay periods.
_____C49. Solved problems involving various types of wage plans.
_____C50. Pointed out the types of fringe benefits the employee may expect to receive.
_____C51. Prepared a personal budget.
_____C52. Completed a deposit slip, prepared checks, recorded information in a check register, and reconciled a bank statement.
_____C53. Identified the different types and sources of credit.
_____C54. Calculated the dollar cost of credit and the annual rate of interest.
_____ 55. Pointed out the C's of credit.
_____C56. Identified required and voluntary deduction.

_____C57. Prepared and completed a 1040EZ Form.
_____C58. Identified 5 job opportunities that are available to the high school student with a business background.
_____C59. Prepared in typewritten form a
a. personal data sheet.
b. letter of application.
c. job application form.
d. follow-up letter.
e. letter of resignation.
_____ 60. Identified possible sources of job placement.
_____C61. Conducted him/herself appropriately on a personal interview for a job.

BUSINESS COOPERATIVE EDUCATION II

Student:_____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies

_____C1. Explained what is expected of the student in the Business and Office Cooperative Education classroom.
_____ 2. Named advantages of participating in a cooperative education program.
_____C3. Completed forms required for the cooperative education program.
_____ 4. Identified grading criteria for cooperative education classes.
_____ 5. Identified rules and regulations for cooperative education classes.
_____ 6. Identified leadership development opportunities offered through membership in FBLA.
_____C7. Identified appropriate ethical solutions to case problems in a business office setting.
_____C8. Prepared a newsletter article in rough draft form.
_____C9. Entered an article on the computer using First Publisher, WordPerfect, and/or MicroSoft Word software.
____C10. Proofread and edited articles on the computer.
____C11. Assisted in paste-up of newsletter.
____C12. Assisted in printing and distribution of newsletter.
____C13. Matched terms associated with opening checking accounts to their correct definitions.
____C14. Matched types of bank accounts to their correct definitions.
____C15. Distinguished between minimum balance checking and flat rate checking.
____C16. Demonstrated procedure for assigning account numbers.
____C17. Matched types of information found on central information file cards to correct descriptions.
____C18. Demonstrated the procedure for ordering personalized checks for customers.
____C19. Demonstrated the procedure for filling out a signature card.

____C20. Demonstrated the steps in issuing temporary checks and deposit slips.
____C21. Identified the different parts of a deposit slip.
____C22. Discussed the procedure for transferring funds from one account to another.
____C23. Identified public relations skills that should be used when working with customers opening accounts.
____C24. Typed and edited a letter of appreciation to a new customer.
____C25. Demonstrated business etiquette on the telephone.
____C26. Identified proper procedure for screening callers and making appointments.
____ 27. Identified sources of information for secretaries.
____C28. Completed forms required to order and store office supplies.
____C29. Prepared and proofread copy for duplication.
____C30. Operated a copier with duplex reduction and collate features.
____C31. Identified proper procedures for handling and routing mail in an office.
____C32. Demonstrated the ability to set up a filing system and locate information in it.
____ 33. Demonstrated the ability to use a FAX machine.
____C34. Operated various kinds of typewriters, word processors, and micro computers.
____C35. Prepared minutes and index cards.
____C36. Prepared statistical tables and financial statements.
____C37. Prepared mailable letters in various letter styles.
____C38. Prepared mailable interoffice memorandums and various office forms.
____ 39. Selected proper correction techniques for typewritten communications.
____C40. Composed and prepared various types of business correspondence.
____ 41. Identified locations where civil service information can be obtained.
____C42. Completed a civil service application form.
____ 43. Listed advantages of being a civil service employee.
____C44. Computed gross and net earnings.
____C45. Determined employer's share of payroll tax expense.
____C46. Prepared forms used in payroll accounting.
____C47. Identified procedures necessary for handling petty cash.